Student Self-Report Survey Data

The Middle Years Development Instrument

McCREARY CENTRE SOCIETY

BC AHS since 1992

THE BIG PICTURE:

AN OVERVIEW OF THE 2023 BC ADOLESCENT HEALTH SURVEY PROVINCIAL RESULTS

MDI

SOCIAL & EMOTIONAL DEVELOPMENT
Measures

- Optimism
  Empathy
  Prosocial Behaviour
- Self-Esteem

- Happiness
- Absence of Sadness
  Absence of Worries
  Self-Regulation (Short-Term)

* Responsible Decision-Making
* Self-Awareness
* Citizenship/Social Responsibility

PHYSICAL HEALTH & WELL-BEING
Measures

- General Health
- Eating Breakfast
- Meals with Adults in Your Family

Food
- Frequency of Good Sleep

Help-Seeking for Emotional Well-being
Transportation To and From School

CONNECTEDNESS
Measures

- Adults at School
- Adults in the Neighbourhood

- Adults at Home
- Peer Belonging
- Friendship Intimacy

Important Adults

USE OF OUT-OF-SCHOOL TIME
Measures

- Organized Activities
  - Educational Lessons or Activities

  - Youth Organizations
  - Sports
  - Music or Arts

How Children Spend their Time
Out-of-School Places
Children's Wishes

SCHOOL EXPERIENCES
Measures

Academic Self-Concept
School Climate

School Belonging
Victimization and Bullying

SD10

PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Self-Awareness
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Responsible Decision-Making
- Use of Out-of-School Time

Social Responsibility
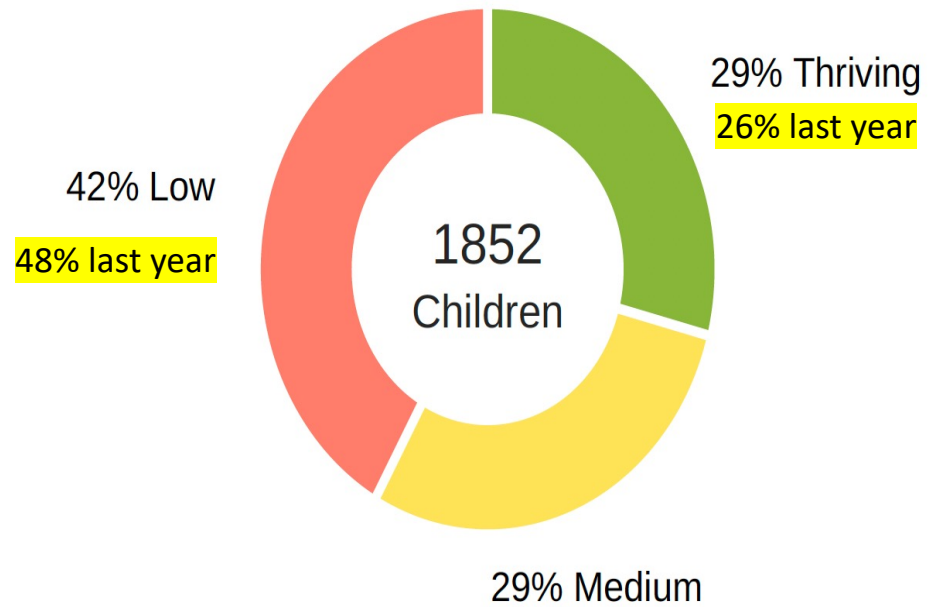
Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
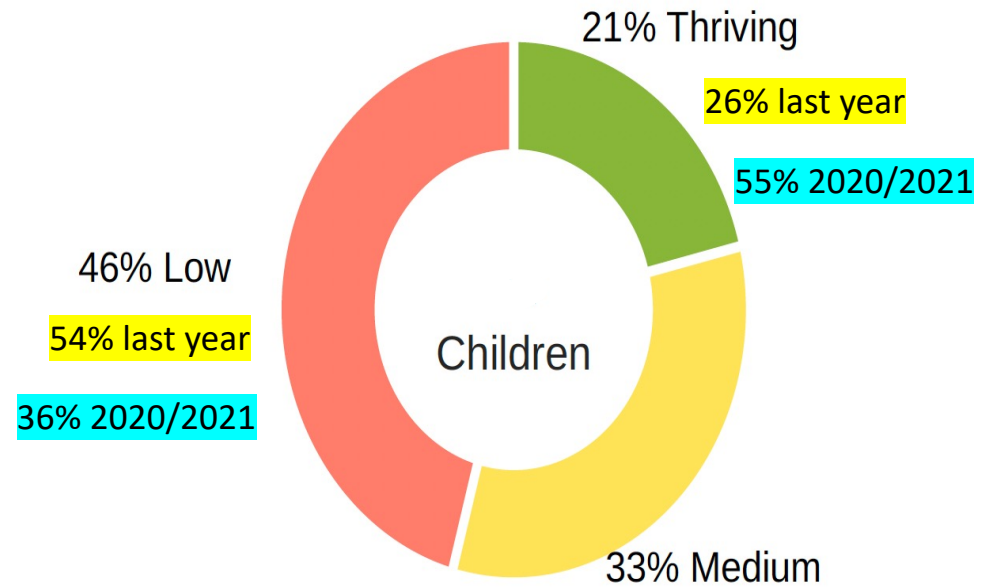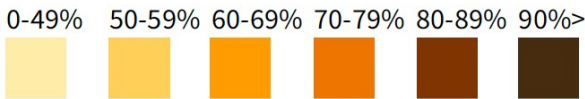- Connectedness to Peers
- Self-Regulation
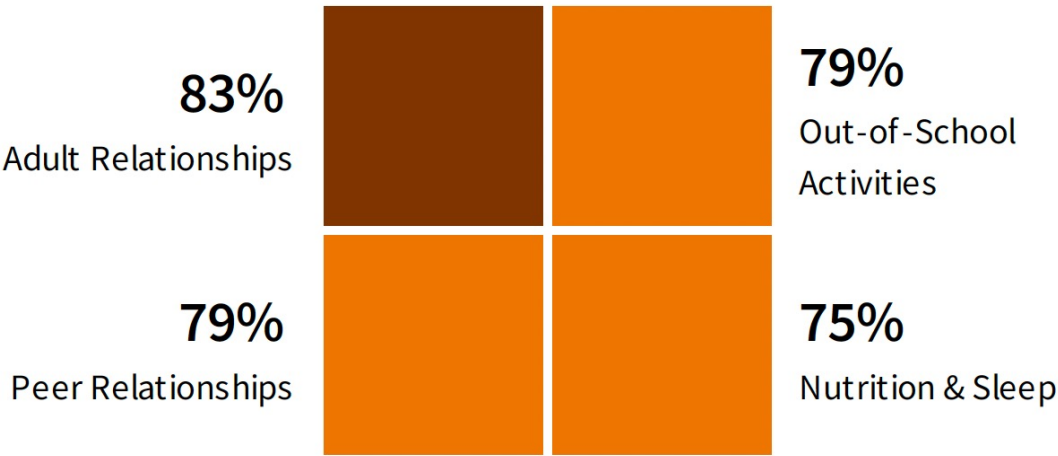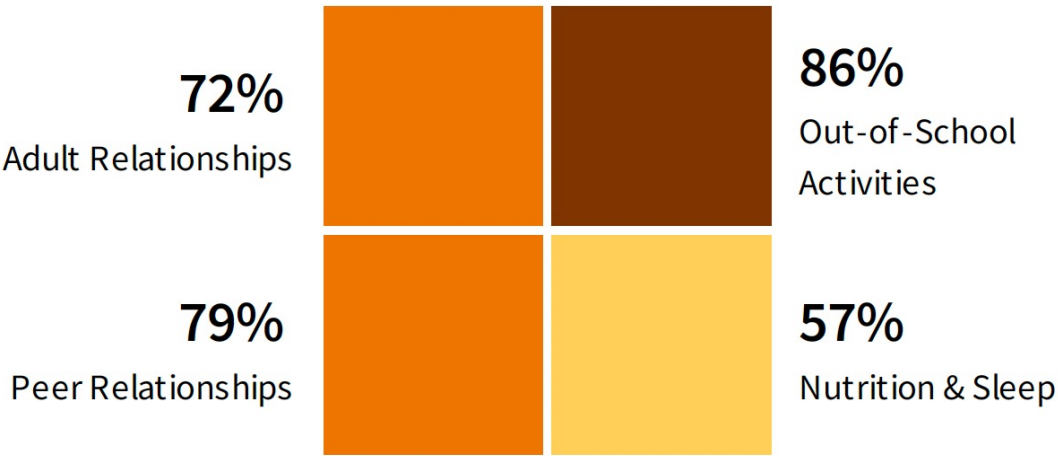
2023/2024

ALL PARTICIPATING SCHOOLS

29% Thriving
26% last year

42% Low
48% last year

1852 Children

29% Medium

ARROW LAKES

21% Thriving
26% last year
55% 2020/2021

46% Low
54% last year
36% 2020/2021

Children

33% Medium

SD10

Percentage of children reporting the presence of an asset

0-49% 50-59% 60-69% 70-79% 80-89% 90%>

ARROW LAKES

83%
Adult Relationships

79%
Out-of-School
Activities

79%
Peer Relationships

75%
Nutrition & Sleep

ALL PARTICIPATING SCHOOLS

72%
Adult Relationships

86%
Out-of-School
Activities

79%
Peer Relationships

57%
Nutrition & Sleep

SD10

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."

	0% 25% 50% 75% 100%
High 46%	
Medium 46%	
Low 8%	

EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."

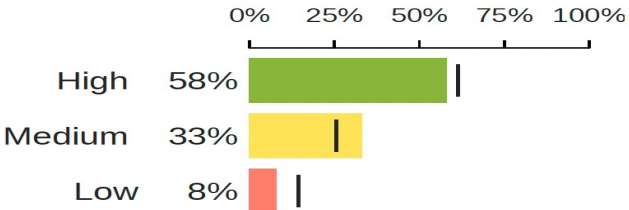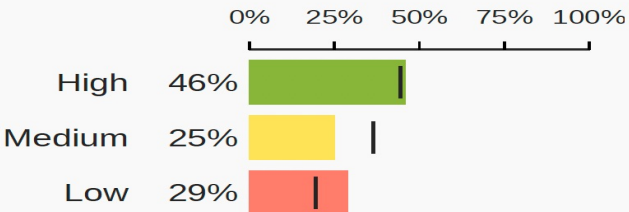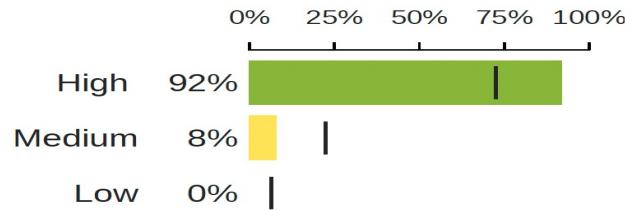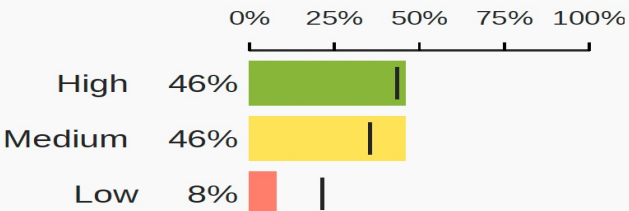|	0% 25% 50% 75% 100%
High 92%	
Medium 8%	
Low 0%	

PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."

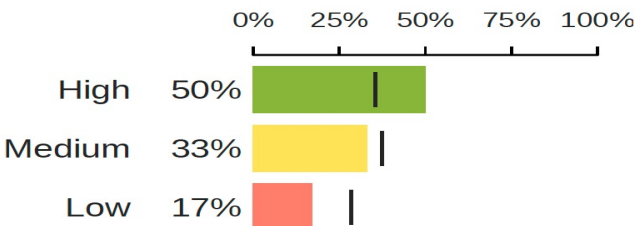|	0% 25% 50% 75% 100%
High 46%	
Medium 25%	
Low 29%	

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."

|	0% 25% 50% 75% 100%
High 58%	
Medium 33%	
Low 8%	

SD10

SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."

		0%	25%	50%	75%	100%
High	50%					
Medium	33%					
Low	17%					

RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."

		0%	25%	50%	75%	100%
High	78%					
Medium	22%					
Low	0%					
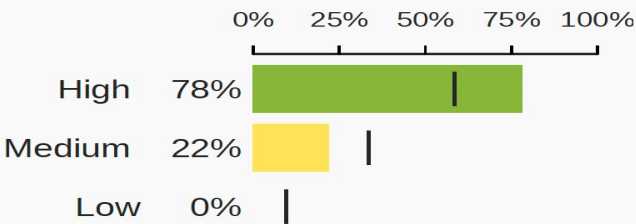
SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."

		0%	25%	50%	75%	100%
High	54%					
Medium	38%					
Low	8%					

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

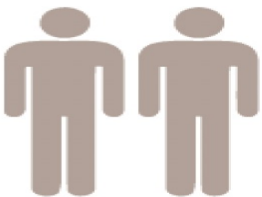|		0%	25%	50%	75%	100%
High	83%					
Medium	13%					
Low	4%					

ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

		0%	25%	50%	75%	100%
High	61%					
Medium	26%					
Low	13%					

ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

		0%	25%	50%	75%	100%
High	75%					
Medium	25%					
Low	0%					

NUMBER OF IMPORTANT ADULTS AT SCHOOL

2 or more	One	None
81%	**0%**	**19%**

Average for all Schools

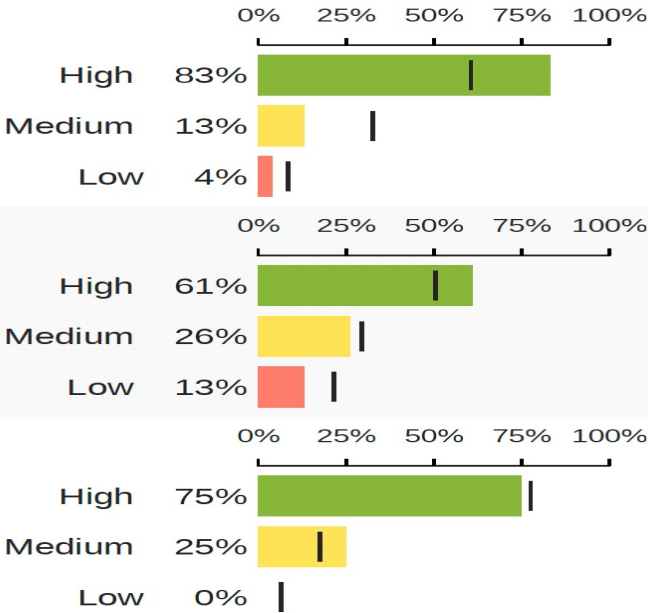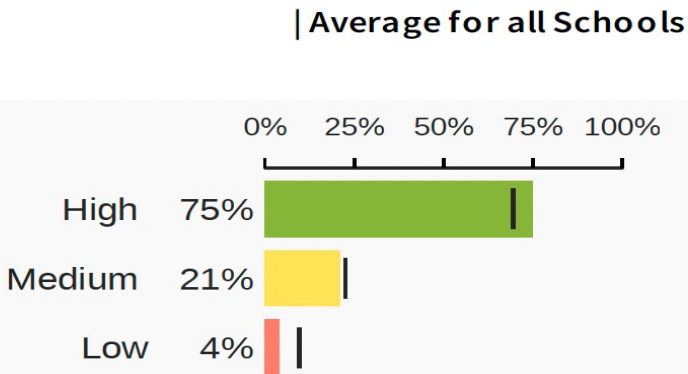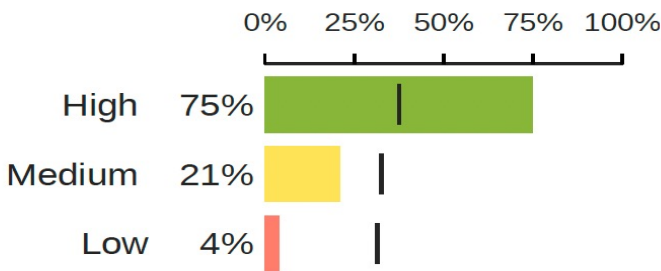| 52% | 12% | 36% |

SD10

ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."

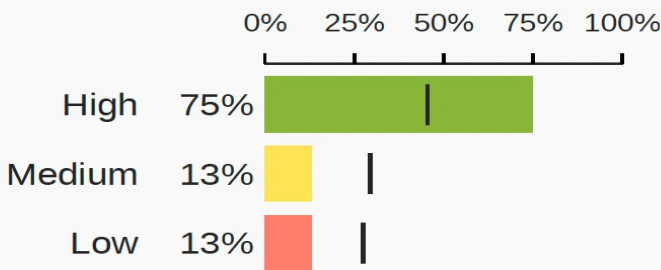|	0%	25%	50%	75%	100%
High	75%				
Medium	21%				
Low	4%				

SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."

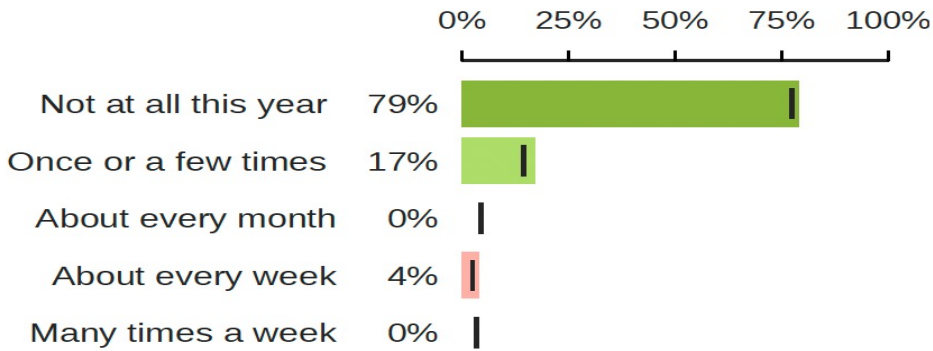|	0%	25%	50%	75%	100%
High	75%				
Medium	21%				
Low	4%				

SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

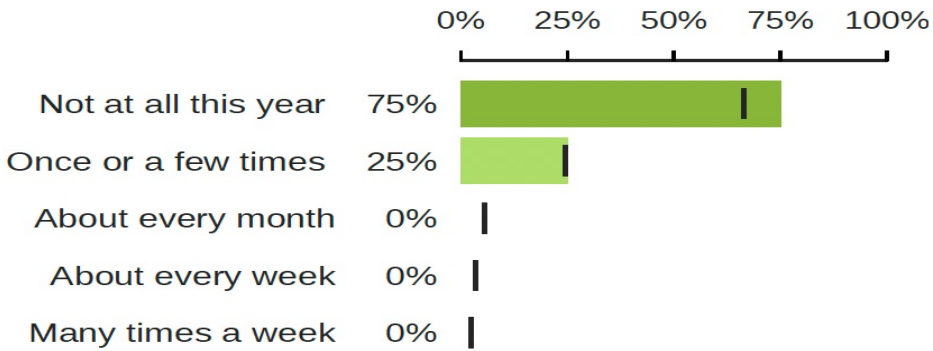|	0%	25%	50%	75%	100%
High	75%				
Medium	13%				
Low	13%				

VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":
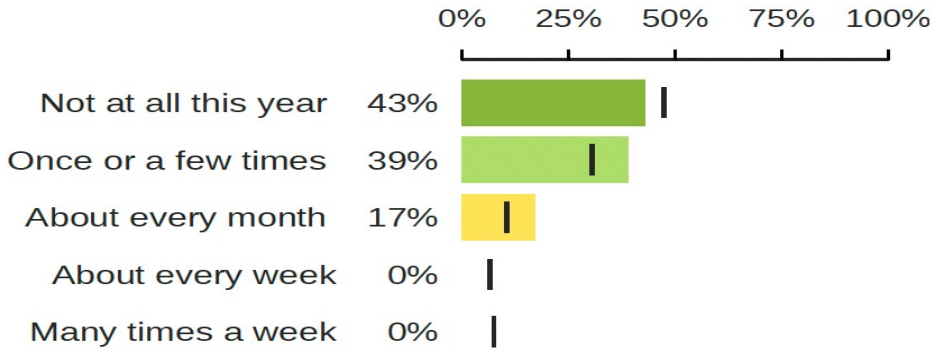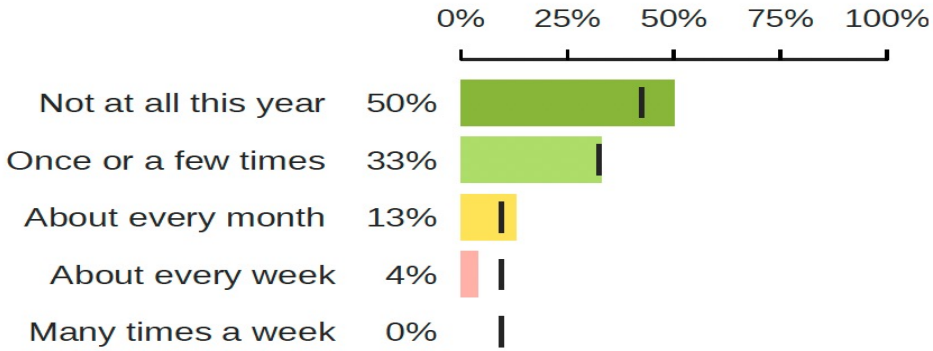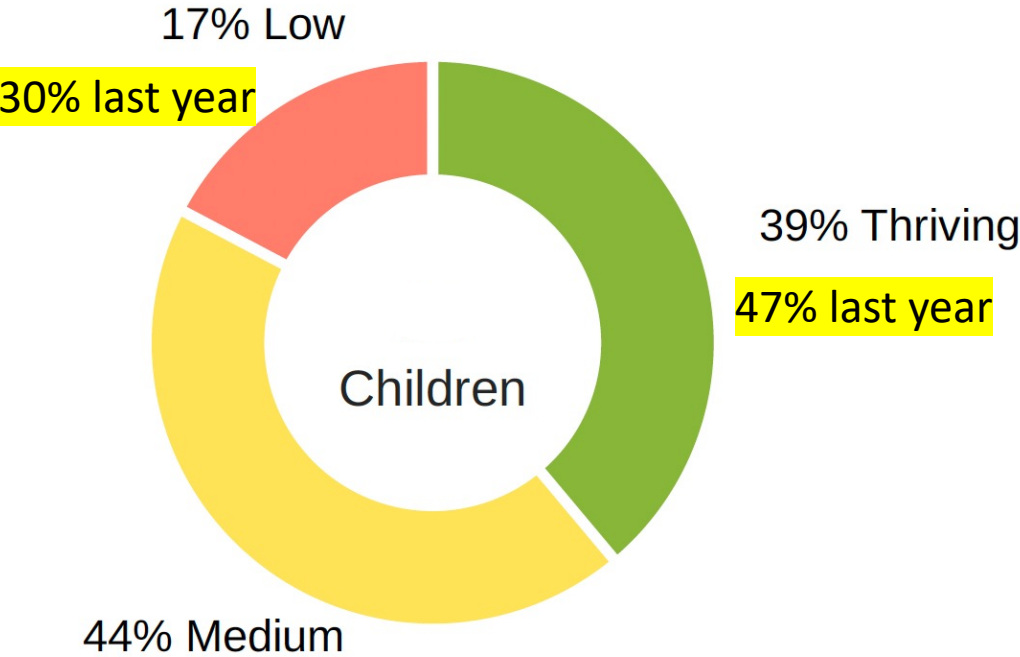
CYBER

		0%	25%	50%	75%	100%
Not at all this year	79%					
Once or a few times	17%					
About every month	0%					
About every week	4%					
Many times a week	0%					

PHYSICAL

		0%	25%	50%	75%	100%
Not at all this year	75%					
Once or a few times	25%					
About every month	0%					
About every week	0%					
Many times a week	0%					

SOCIAL

		0%	25%	50%	75%	100%
Not at all this year	43%					
Once or a few times	39%					
About every month	17%					
About every week	0%					
Many times a week	0%					

VERBAL

		0%	25%	50%	75%	100%
Not at all this year	50%					
Once or a few times	33%					
About every month	13%					
About every week	4%					
Many times a week	0%					

SD10

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."

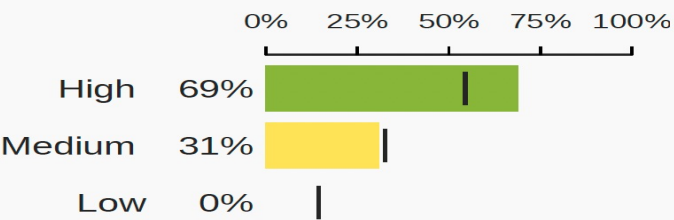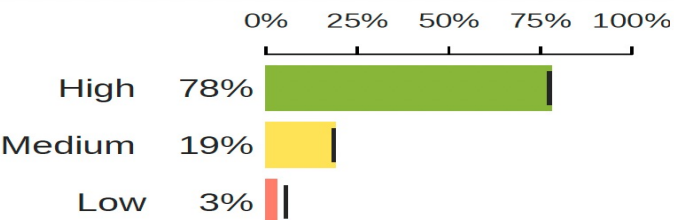|		0%	25%	50%	75%	100%
High	69%					
Medium	31%					
Low	0%					

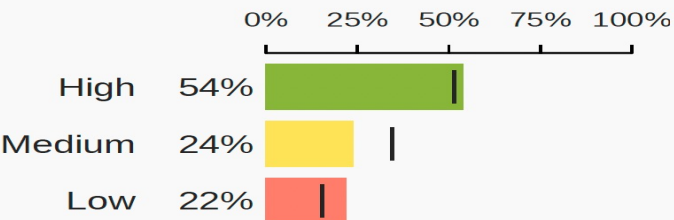## EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."

		0%	25%	50%	75%	100%
High	78%					
Medium	19%					
Low	3%					

PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."

		0%	25%	50%	75%	100%
High	54%					
Medium	24%					
Low	22%					

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."

		0%	25%	50%	75%	100%
High	72%					
Medium	28%					
Low	0%					

SD10

HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."
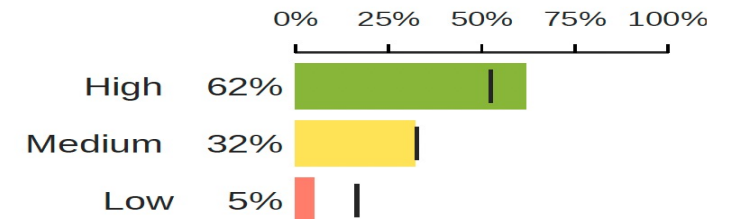
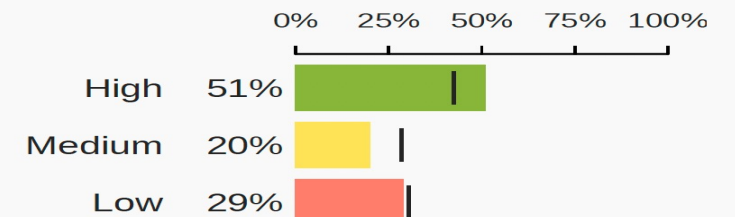|		0%	25%	50%	75%	100%
High	65%					
Medium	27%					
Low	8%					
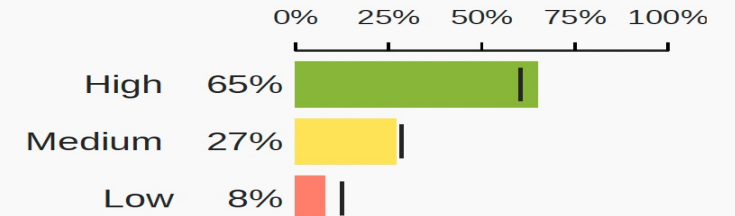
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."

|		0%	25%	50%	75%	100%
High	62%					
Medium	32%					
Low	5%					

ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."

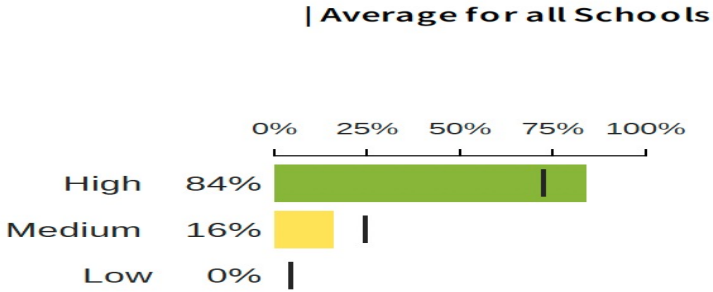|		0%	25%	50%	75%	100%
High	51%					
Medium	20%					
Low	29%					

SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."

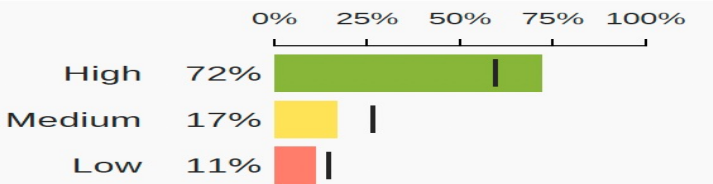|		0%	25%	50%	75%	100%
High	50%					
Medium	44%					
Low	6%					
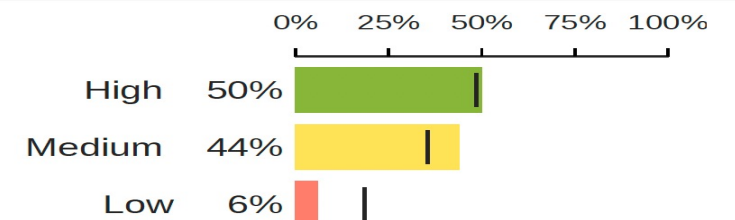
CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

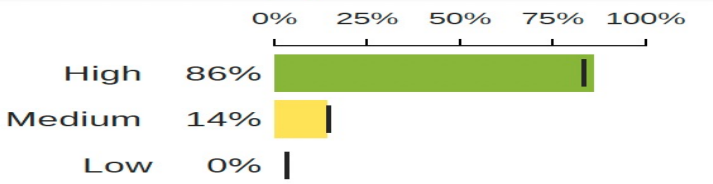|	
High	84%
Medium	16%
Low	0%

ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

High	72%
Medium	17%
Low	11%

ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."
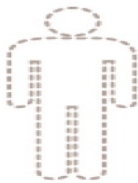
High	86%
Medium	14%
Low	0%

NUMBER OF IMPORTANT ADULTS AT SCHOOL

Average for all Schools

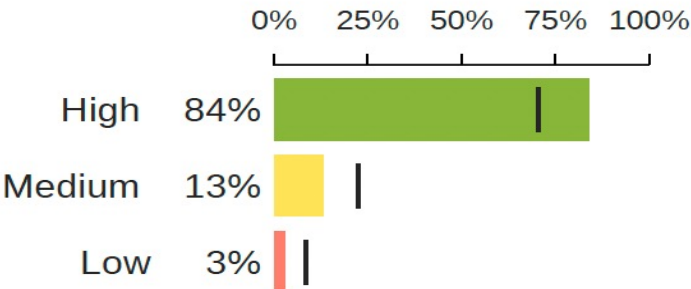| 2 or more	One	None
87%	5%	8%
75%	9%	16%

SD10

ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."

	0%	25%	50%	75%	100%
High	82%				
Medium	16%				
Low	3%				

SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."

	0%	25%	50%	75%	100%
High	84%				
Medium	13%				
Low	3%				

SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

	0%	25%	50%	75%	100%
High	78%				
Medium	22%				
Low	0%				

VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

CYBER

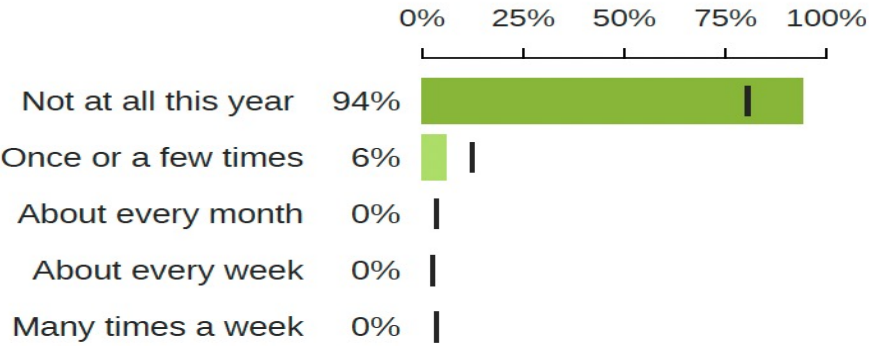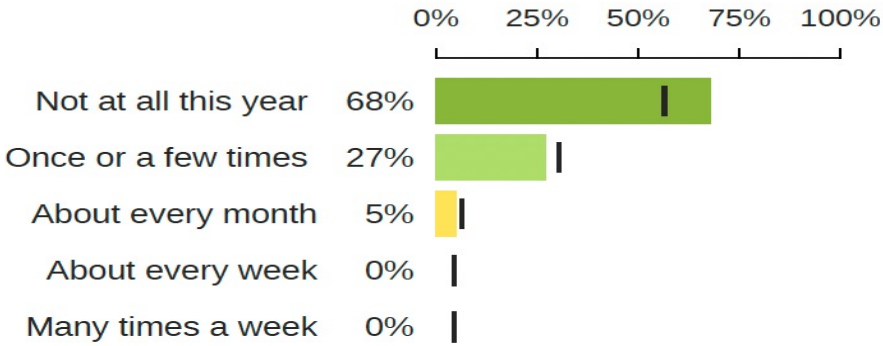|	0%	25%	50%	75%	100%
Not at all this year	94%				
Once or a few times	6%				
About every month	0%				
About every week	0%				
Many times a week	0%				

PHYSICAL

	0%	25%	50%	75%	100%
Not at all this year	68%				
Once or a few times	27%				
About every month	5%				
About every week	0%				
Many times a week	0%				

SOCIAL

	0%	25%	50%	75%	100%
Not at all this year	54%				
Once or a few times	35%				
About every month	11%				
About every week	0%				
Many times a week	0%				

VERBAL

	0%	25%	50%	75%	100%
Not at all this year	53%				
Once or a few times	31%				
About every month	11%				
About every week	3%				
Many times a week	3%				

YOUTH HEALTH IN ARROW LAKES: Findings from the BC Adolescent Health Survey

BC AHS
1992/93 – 2022/23

To read more results from the survey and learn about the Youth Action Grants program, please visit mcs.bc.ca.

In 2018...

80% of students rated their overall health as good or excellent.

40% had smoked tobacco.
79% had tried alcohol.

64% had caretaking responsibilities a pet or other animal.

62% chatted or texted after the time they were expected to be asleep.

19% experienced concussion in the past year.

24% skipped school in the past month.

33% volunteered in the past year.

In 2023...

60% of students rated their overall health as good or excellent.

37% had smoked tobacco[1].
64% had tried alcohol.

84% had caretaking responsibilities a pet or other animal.

60% chatted or texted after the time they were expected to be asleep[1].

33% experienced concussion in the past year.

23% skipped school in the past month[1].

56% volunteered in the past year.

Also in 2023...

42% rated their mental health as good or excellent.

48% had vaped.
41% had used cannabis.

24% took care of a relative, and 23% missed school in the past month due to family responsibilities.

37% reported their sleep was interrupted, and 33% slept for at least 8 hours.

30% received medical treatment for their most serious head injury.

59% felt safe at school, and 42% felt like a part of their school.

66% worked at a paid job, and 78% planned to attend post-secondary.

Students reported better health and well-being when they...

- Participated in regular physical activity.
- Had supportive adults in their school, family, or community.
- Had supportive friends.
- Got at least 8 hours of sleep.
- Accessed the medical services they needed.
- Felt connected to school.
- Felt connected to community and culture.
- Felt hopeful for their future.

[1] The change over time was not statistically significant.
Note: Grade 7–12 students took part in the 2018 BC Adolescent Health Survey, and students in Grade 8–12 participated in 2023.

What do we do with the data?

- Current school and district health interventions:
  - Promoting Health in Schools Framework being followed at each school
  - District Wellness Committee meets once a month to discuss ways to support physical and mental health in schools and reports back to schools
  - School-based SEL teams and initiatives are ongoing
  - Outdoor Education focuses on promoting physical and mental health
  - District Elder in-residence program supporting students
  - District Mental Health Outreach Coordinator role supporting youth in the after-school hours
  - Elementary after-school clubs provide various opportunities for students
  - Greater connection with community agencies and partners for resources/support
  - Continued focus on school connectedness and belonging